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ABSTRACT

This publication examines public education in Germany. Section I discusses the foundation of educational policy. The second section treats the institutions of the integrated socialist educational system, including a discussion of: preschool education; elementary and secondary education; schools for the handicapped; vocational training; educational institutions leading to university entrance qualification; colleges and universities; and adult education. Teacher training is dealt with in Section 3. In the publication's fourth section, there is a discussion of cooperation between school, parents, and the political organizations for children and youths. The publication concludes with a discussion of educational research and the pedagogical sciences in Germany. (Author/RM)

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DEVELOPMENT OF PUBLIC EDUCATION IN THE GERMAN DEMOCRATIC REPUBLIC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EVOLUTION DE L'EDUCATION NATIONALE EN REPUBLIQUE DEMOCRATIQUE ALLEMANDE

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1 Foundation of educational policy in the GDR

The German Democratic Republic (GDR) is a socialist state. It was founded on October 7, 1949. It has got a territory of 108,178 square kilometres (= app. 41,770 sq. miles) and a population of 16,850,100 inhabitants (according to the level of 31 December 1974).

The constitution of the GDR contains the following statements concerning the educational system:

Every citizen of the German Democratic Republic has got the same right of education. Educational facilities are open to everybody. The integrated socialist educational system guarantees every citizen continuous socialist education and further qualification (article 25.1).

In the German Democratic Republic general ten-year secondary school education is compulsory; this duty has to be fulfilled by attending the ten-year general polytechnical secondary school... All young people have got the right, and the duty, of learning a trade (article 25.4).

State ensures the possibility of transfer to the next higher stage of education up to the highest educational institutions, the universities and colleges, in accordance with the principle of performance, with social requirements, and taking into consideration the social structure of the population (article 26.1).

There are no school fees. Educational allowances and free study materials are granted according to social aspects (article 26.2).

Full-time students at universities, colleges, and technical colleges have not to pay any tuition fees. Grants and allowances are given according to social aspects and individual performance (article 26.3).

The educational system in the GDR is based upon the principles of state control, secularity, and uniformity. Establishment of educational institutions as well as management and administration of the educational system are matters of the state alone. The legal bases of the educational system are resolved by the supreme representative body, by the People's Chamber of the GDR. The Council of Ministers of the GDR is responsible for complex and coordinated planning and management of the integrated socialist educational system. It determines the contents of activity of the state organs responsible for planning and management of the different fields of the educational system, and their organization. These state organs are the Ministry of Education, the State Secretariat of Vocational Training, the Ministry of Higher and Specialized Education, and other ministries. All organs of the educational system are accountable to the people's representations and to the state organs superordinated to them. With all representative bodies, there are committees on education.

Kindergartens, secondary schools, extended secondary schools, evening schools, schools and boarding houses for handicapped children, pedagogical colleges, institutes for teachers' training, and pedagogical schools, are subordinated to the Ministry of Education. Institutions of vocational training are under the responsibility of the State Secretariat of Vocational Training. Universities, colleges, and some technical colleges, are subordinated to the Ministry of Higher and Specialized Education. Other technical colleges are subordinated to the respective ministries (e.g. Ministry of Culture, Ministry of Health, Ministry of Education). Private educational institutions do not exist in the GDR. Church and state, as well as church and school, are separated from each other. Religious instruction may be given by the religious communities.

According to the "Act on the Integrated Socialist Educa-

tional System" of 1965 and to the GDR constitution of 1968, the ten-year general polytechnical secondary school (shortly: secondary school) is the uniform and free compulsory school for all children. With the exception of sports training on the medium level and the upper one, classes are coeducational.

The Sorb minority has got all rights of cultivating Sorb language and culture. In appropriate ten-year general secondary schools and extended secondary schools in the bilingual areas of Dresden and Cottbus counties, Sorb may be used as language for teaching or it is a subject of instruction.

All children have got the right and the duty to pass through the ten-year general polytechnical school. In the secondary school, the bases for development of universally educated personalities and for all further forms of education and qualification are mediated. General education in secondary schools and extended secondary schools comprises mathematics, natural sciences, polytechnics, civics, social sciences, German, foreign languages, as well as aesthetic and physical education.

Specialized training in institutions of vocational training as well as in technical colleges, colleges, and universities prepares the young generation for working life. Important fields of general education are continued and deepened here, for instance social sciences, languages, and sports.

In all educational institutions, education is linked to social practice. It is a principle to interlace theory and practice, learning and studying with productive work in order to enable the pupils, apprentices, and students to work creatively and to permanently complete their knowledge, abilities, and skills, and to apply what they have

learnt in the developed socialist society.

It is the task of all educational institutions to educate young people who - equipped with solid knowledge and skills - are able to think creatively and to act independently, whose founded Marxist-Leninist ideology penetrates their personal convictions and attitudes, who feel, think, and act as patriots of their socialist country and as proletarian internationalists. The educational system serves education of universally developed personalities who utilize their abilities and talents in the interest of socialist society, and who are distinguished by their love for their work, by their preparedness to take part in national defence, and by their team spirit and by their striving for high communist ideals. It is the target of all educational institutions to educate universally and harmoniously developed personalities who consciously shape social life, change nature, and lead a full, happy, and dignified life.

The legally fixed elements of the integrated socialist educational system are the following ones:

- institutions of pre-school education,
- the ten-year general polytechnical secondary school,
- the institutions of vocational training,
- educational institutions leading to university entrance qualification,
- technical colleges,
- universities and colleges (inclusively engineering colleges),
- institutions of adult qualification.

There are special schools for physically and mentally handicapped children.

It is an essential task of all the elements of the educational system to further develop and complete the contents of their activity with the target to further increase the

level of education and to form the youth's socialist consciousness. The fully developed net of educational institutions will be further improved, all elements of the educational system are developed proportionally.

Reconstruction and maintenance of educational institutions and their equipment with modern means of instruction are purposively continuated in accordance with increasing demands to education. In connection with the extensive housing programme (from 1970 to 1975, there were 609,000 flats newly built or modernized, for the period from 1976 to 1980 building of 550,000 flats and modernizing of 200,000 ones are planned), realization of appropriate educational institutions has been determined, too. Up to 1980 investments have been planned for reconstructing schools already existing, for increased building of gymnasiums, and for the fields of special schools for the handicapped, of juvenile welfare, and for education in boarding houses.

All social forces are intensively involved in questions of education. The common starting-point for their activity is the target of socialist society: to increasingly better satisfy the material und spiritual needs of all the people.

2 The institutions of the integrated socialist educational system [x)]

2.1 Pre-school education

Attendance of institutions of pre-school education (crèches and kindergartens) is not compulsory.

Crèches (day crèches, weekly crèches) are available for babies and infants. They accept children of working or studying mothers after their mother's postpartal leave has ended up to the end of their third year of age. The children's health is paid attention for. According to their age they become acquainted to order, regularity, and independence, and acquire elementary hygienic habits. Thinking and speaking are systematically developed. Under the aspect of continuous pre-school education, the pedagogical aspects of work in the crèches are intensified. Plants and co-operative farms are responsible for maintenance of their own crèches the establishment of which is subject to state approval. All the crèches are subordinated to the Ministry of Health. At present there are 45 out of 100 children of the appropriate age cared-for in chrèches. It may be supposed that new proportions in the distribution of places in crèches on the base of the joint resolution of the Central Committee of the SED (Socialist Unity Party of Germany), of the National Executive of the FDGB (Confederation of Free German Trade Unions), and of the Council of Ministers of the GDR, on further planned improvement of conditions of work and life of the working people in the period from 1976 to 1980, issued in May 1976, will develop. Postpartal leave has been prolonged to 26 weeks. Beginning with their second child, mothers get one year of leave after birth if desired.

At present 82 out of 100 children of the appropriate age

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x) cf. appendix no. 1

attend day or weekly kindergartens (including seasonal facilities). These institutions accept children from their third year of age until their school entrance age (after having become six years old).

In the period up to 1980 for all children of the age group concerned whose parents wish them to attend kindergartens the possibility of being educated, cared-for, and prepared for entering secondary school, by kindergartens will be realized. Alone in the first half of 1976 there were 7,905 places in Kindergartens created.

Attendance of kindergartens is free of charge. The parents only pay a small financial contribution for food.

Kindergarten education is aimed at the children's healthy physical and spiritual development in accordance with their age. Completion of their moral qualities and development of their aesthetical requirements is paid much attention to. By playing and by systematic activity the children are prepared for school. Pedagogical work in kindergartens is based upon a binding educational plan.

Crèches and kindergartens are open all the day, most of them from 6 or 7 o'clock a.m. to 6 o'clock p.m. For mothers with irregular working time (e.g. for those working shifts) weekly crèches and kindergartens are available (approximately 1 per cent of the children of the appropriate age group are concerned).

In the institutions of pre-school education, the teachers closely co-operate with the parents in developing and educating the children, especially by means of the elected parents' representations.

In preparing their children for school, the parents additionally are supported by an abundance of publications in the mass media as well as by appropriate standard works.

2.2 The ten-year general polytechnical secondary school (shortly: secondary school)

Attendance of this school is compulsory for all children. It is a uniform school type. As the core of the socialist educational system it mediates a high level of general education to all children. By its scientific and partial instruction oriented to life it enables the pupils to penetrate the development processes of nature and society and to acquire deep understanding for history, especially for revolutionary traditions, as well as for literature and arts.

Compulsory ten-year school education has been stepwise realized since 1959. More than 92 per cent of the pupils having successfully passed the eighth form of the secondary school at present enter the ninth one. In 1975, there were 59.1 per cent of the pupils of the tenth form who passed their final examinations with excellent or good marks.

The secondary school is essentially marked by its polytechnical character. Polytechnical education essentially contributes to communist education of the pupils. By means of polytechnical instruction (cf. appendix no. 2), the working class directly influences education of the young generation. Realization of the principle of linkage of instruction, productive work, and physical training, has got high importance for development of communist working morals especially.

Polytechnical education as a methodical principle includes solid knowledge in the fields of social sciences as well as of mathematics and natural sciences. They are an essential prerequisite for acquisition of, and understanding for, scientific bases of production and for the pupils' productive work.

Socialist plants in the fields of industry and agriculture form the decisive material base for realizing polytechnical instruction. In 1975, more than 75 per cent of all the pupils of the ninth and tenth forms got it directly in production plants. More than 6,000 full-time and 30,000 part-time instructors (skilled workers, foremen, and engineers) actively took part in it at that time. In addition to many means of instruction for polytechnical training and to technical devices for pupils' practice, more than 3,000 polytechnical centres installed by the working people are available. Productive work was in 1975 realized according to ten courses.

At the schools, there are almost 200,000 teachers. Of the 110,829 class rooms, 17,214 have been built in the period since 1971. This figure represents more than 40 per cent of the class rooms having been built in the GDR after 1945. More than half the schools are older than fifty years, about 40 per cent of the stock have been built after 1945. In this connection, reconstruction, modernization, and maintenance, get special importance.

The overwhelming majority of the schools have got institutions for full-day education (after-school centres) for the pupils of the lower level and the intermediate one. In 1975, about 70 of 100 pupils of the first form to the fourth one were cared-for there.

More than 70 per cent of all boys and girls get their lunch at school. From 1 January 1976 the financial funds supplied by the state budget for this purpose have been increased. This way it became possible to further improve the quality of meals without increasing the parents' small financial contribution. Stepwise differentiated meals according to the pupils' different age were introduced. By school lunch and after-school centres those families are especially supported in which both the parents work.

In the secondary school, teaching is realized according to a binding timetable and to integrated and binding syllabi (cf. appendix no. 3). The set of syllabi now in effect was worked-out since the mid-sixties on behalf of the Ministry of Education by the then German Central Pedagogical Institute (which became the Academy of Pedagogical Sciences of the GDR in 1970). Almost 3,000 experts from pedagogical science and practice, from other sciences, and from all social fields, contributed in this work.

The timetable determines the following proportions between the different fields of study of the **ten-year general polytechnical secondary school:**

- 41.1 per cent for **lessons** in social sciences, German, literature, and arts,
- 29.8 per cent for lessons in mathematics and natural sciences,
- 10.6 per cent for introduction into socialist production and for productive work,
- 10.6 per cent for lessons in foreign languages,
- 7.9 per cent for sports.

Each of these fields has got its **specific** value within the framework of general education and is **irreplaceable** if bases for universal and **harmonious** development of personality are to be laid appropriately.

The basic organizational form of instruction in the secondary school is class instruction in the framework of which simultaneously other forms - as groups or **teams** ("Brigaden") under the teacher's guidance - are systematically and purposively utilized, too.

The secondary school has got three levels:

- lower level (first to third form),
- intermediate level (fourth to sixth form),
- upper level (seventh to tenth form).

Developing secondary school was combined with reduction of the lower level from formerly four years to three years now.

At the lower level, the pupils acquire basic skills in the fields of reading and writing as well as knowledge and skills in mathematics and - in accordance with their age - insights in phenomena of nature, work, and society. Lessons are combined with socially useful work. German, mathematics, crafts, gardening, music, drawing, and sports are taught. In general, all classes are given in the morning.

More than two thirds of the pupils remain in school all the day, using the after-school centres in the afternoon. There they do their homeworks under supervision, and in interest groups and working groups they follow their special interests. After-school activities are based upon an educational plan.

German lessons at the lower level are aimed at systematically developing abilities and skills in the fields of reading, writing, and oral expression, and at mediating first insights in the structure of the pupils' mother tongue. In the framework of German lessons, the pupils have a special course ("Heimatkunde") in which they deal with essential phenomena of nature and society. This way the pupils are prepared for specialized instruction in the fields of natural sciences and social sciences at the intermediate level and the upper one. Traffic safety is an important element of this course. In crafts and gardening classes, the children acquire elementary technical, technological, and economic, knowledge and simple technical-constructive abilities and skills. The art classes (drawing, music) enable the pupils to create and appreciate artistic work. Sports instruction strives at universal basic physical training and at the development of

strength, courage, agility, endurance, and other qualities of character.

At the intermediate level, specialized instruction in the fields of natural sciences, social sciences, and foreign languages starts. The pupils are more closely made acquainted with social life, with work, with science, technology, and culture, and are included into socially-useful work. Knowledge in the fields of mathematics and natural sciences is gained by the pupils by means of the subjects mathematics, biology, physics, crafts, and gardening. Specialized instruction in the fields of mother tongue and social sciences is realized by means of the subjects German, history, and geography. Furthermore the pupils are taught Russian, sports, music, drawing, and needlework (concerning the time of beginning of these subjects cf. appendix no. 3).

In German classes, teaching of grammar and orthography is systematically continued. Special attention is paid to oral expression. In mathematics the pupils stabilize their knowledge and their skills in computing positive integers They become acquainted with fractional numbers and learn to solve manifold applied problems. More geometrical terms (displacement, rotation, reflection, congruence) are introduced. Instruction in the field of natural science is based upon the results the pupils have gained in the "Heimatkunde" classes in their first four years. In the subjects biology, geography, and physics, the pupils acquire systematical knowledge and become acquainted with applying scientific methods, procedures, and principles. In crafts and gardening classes the pupils acquire simple technical, agrobiological, and economic, knowledge .

By instruction in the field of social sciences by means of the subjects history and geography, the pupils will gain firm and applicable historical, geographical, and political, knowledges on the base of which they are led to the understanding of laws of social development and enabled to independent thinking.

Russian lessons encourage the pupils to use the language actively.

In the artistic subjects abilities and skills in the fields of singing, playing music, drawing, painting, and modelling, are developed and the pupils become acquainted with valuable elements of the cultural heritage of mankind. Involvement with arts contributes to excite the pupils' ability of perception and experience and to promote it.

By means of many-sided basic physical training the pupils learn to control their bodies and to maintain them in a healthy state. Sports competitions and after-school activity promote the girls' and boys' various interests and inclinations in sports. At the end of 1975, there were pupils'sports clubs with about 80 per cent of the schools. Another 20 per cent of the pupils are active in sports clubs of the Sports and Gymnastic Union of the G.D.R. (DTSB).

First steps of career and vocational guidance already start at the intermediate level. By means of working groups and interest groups in the fields of sport, culture, natural sciences, and social sciences, after school the pupils follow their interests and further develop their talents, guided by adults.

The upper level concludes secondary school education. It provides the bases for practical work, for choosing a career, and for continued education. The contents of fully developed specialized instruction are based upon scientific perceptions. Increasingly the pupils become enabled to perceive regularities and to utilize scientific theories. They acquire basic technologies of intellectual work in order to be able to extend and to stabilize their knowledge and their skills independently and permanently. Instruction in the fields of natural sciences comprises the subjects physics, astronomy, chemistry, biology, and geography. Ma-

thematics and German are subjects of special importance. In polytechnical instruction, the pupils are systematically made acquainted with scientific-technical, technological, and politico-economic, bases of production. At the upper level it comprises the subjects introduction into socialist production, technical drawing, and productive work.

Polytechnical education is also a methodical principle of other subjects.

Instruction in the field of social sciences (civics, history, geography, German, and literature) mediates basic historical, philosophical, economic, and political knowledge to the pupils as well as knowledge of German and world literature. Specialized instruction is also realized in sports, music, and drawing.

In addition to Russian, pupils have got the option of a second language beginning with the seventh form: English, French, Polish, Czech, Spanish, or Swedish are taught. There is another form of differentiating by taking part in optional courses (interest groups according to skeleton programmes) in the fields of mathematics, technics, natural sciences, social sciences, arts and culture. More than 220,000 pupils take part in 16,600 interest groups, based upon 26 different skeleton programmes. The majority of the pupils of the upper level use their spare time for being active in different sports groups.

Every year Verlag Volk und Wissen, central publishing house for textbooks in the GDR, supplies more than 30 million textbooks. About 400 different titles are available. The books are inexpensive. All books for a child starting school cost about 5.- marks, for a tenth form pupil 24.- marks. The state supplies about 17.5 millin marks for provision of free text books, additionally.

There are special schools and special forms which accept a limited number of pupils with excellent performance in order to meet special demands of national economy, science, sports, and culture, and to promote talents in a special way. These special schools and special forms in the fields of technology, mathematics, natural sciences, foreign languages, arts, and sports, lead the pupils either to completion of the secondary school or to university entrance qualification. There are forms with extended instruction in mathematics (starting with the ninth form), with extended instruction in foreign languages (from the third form on), special classes for certain technical subjects (from the ninth form on), forms with extended instruction in artistic subjects, and children's and youth sports schools. In these special schools and forms the demands of the normal syllabi of the secondary school (or the extended secondary school, respectively) are fulfilled in all subjects. The special subjects concerned however have got a broader extent."

Every school is managed by a director or a headmaster. He is the superior of the entire pedagogical and technical staff of his school, including after-school centre and boarding-house. In all his activities he leans upon the teachers' collective group of the school.

The school year begins in September and ends in July. Instruction takes place from Monday to Saturday each. One school year comprises approximately 210 school days or 35 school weeks. Holidays normally begin and end on Saturdays.

2.3 Schools for the handicapped

Children, youths, and adults, having to suffer from essential physical or mental damages will - in accordance with their individual possibilities - get optimum education in special schools and pedagogical institutions which are differentiated according to pedagogical and medical principles. There are special schools and courses for the hard-of-hearing and the deaf ones, for the visually handicapped and the blind ones, for children with speech or vocal defects, for mentally retarded children who yet are educateable, for the permanently disabled and those with severe behavioural disorders, for children and youths who will probably stay ill for a long period or who have to undergo in-patient treatment for a certain time. At present there are about 74,200 physically or mentally handicapped children attending 566 such special schools.

2.4 Vocational training

In the GDR, all young people have not only got the right of vocational training but also the duty of doing so. About 99 per cent of the young people leaving the secondary school either undergo vocational training or pass to other further-going paths of education. Vocational training aims at mediating solid, applicable knowledge and skills to the apprentices by means of theoretical and practical instruction closely linked to practical life. These knowledge and skills shall enable them for creative work in their career.

In the past five-year plan period from 1971 to 1975 there were more than one million apprentices who became skilled workers. They were trained by institutions run by the plants or by the local administration.

Vocational training is subdivided in the following way: 7 per cent of the time available is used for general education, 43 per cent for theoretical vocational training, and 50 per cent for practical vocational training. Since 1971, more than one third of all apprentices have been trained in 28 basic trades. In these basic trades they get broad basic training (fundamentals of electronics, control engineering or process instrumentation, data processing, and economics) as a prerequisite for specialized vocational training. General education is systematically continued on the base of the results gained at the secondary school. Vocational training leads to gaining a skilled worker's certificate. This official qualification entitles the holder to attend a technical college (as an example, cf. the time-table for the basic trade "skilled construction worker" given in appendix no. 4).

In 740 technical schools equipped with modern training

cabinets run by plants, in 295 technical schools run by local state organs, in more than 500 training workshops in the plants, as well as by means of a great number of training places in industry, in agricultural production co-operatives, and in craftmen's co-operatives, the young people have got all possibilities of sound qualification for a skilled worker's career. This fact essentially is a result of the great efforts of the teachers of theoretical and practical vocational training (inclusively part-time instructors recruited from the staff of skilled workers, appropriately trained for this task and especially commissioned) and of the educators in the apprentices' boarding houses. These educators are especially trained for their task.

At present the range of training and working places for girls in technical trades of industry is especially extended.

In order to make individual wishes and necessities of national economy meet each other in an optimum way, careers guidance is paid high attention to already in the secondary school. For this purpose at present there are already 165 careers advisory centres; in 1977 there will be such a centre in every district of the GDR. According to the responsibility by which state has commissioned them, plants, combined works, and secondary schools, actively influence the children's and youth's choice of a calling. In doing so they are supported by the careers advisory centres, by the local state organs, and by other social forces.

These possibilities decisively are the reason why at present two thirds of all working people in the GDR have completed vocational training. Since foundation of the GDR in 1949, there were approximately four million girls and boys who have gained the qualification of a skilled worker - that is about 50 per cent of all people employed

in national economy. Fifty per cent of all workers are skilled workers. Approximately one in four working persons takes part in a form of advanced training leading to gaining a certificate. In 1960, only five per cent of all members of agricultural production co-operatives had got completed vocational training, compared with about seventy per cent which now have got skilled worker qualification, foreman's training, or university or college education. One in two skilled worker's examination is passed by woman or a girl.

Special attention is paid to permanent improvement of the apprentices' conditions of work and life. There are 120,000 places in more than 1,000 apprentices' boarding houses. One in four apprentices lives in such a boarding house. In order to train all the apprentices who will grow up to 1980 in high quality, investments are especially made available for necessary extending of institutions for theoretical and practical vocational training, for their basic technical equipment, for utilizing modern means of instruction, and for creating additional places in boarding-houses. Responsibility for co-ordinating the existing capacities of training and of places in apprentices' boarding-houses with necessary regional distribution of productive forces is shared by the local state organs and the different fields of national economy.

2.5 Educational institutions leading to university entrance qualification

University entrance qualification ("Abitur") may be gained with different institutions.

Secondary school graduates will get university entrance qualification by attending the extended general polytechnical secondary school (shortly: extended secondary school - cf. appendix no. 5) for two years or by attending "Abitur" classes of a vocational training institution for three years. In these "Abitur" classes the apprentices gain the "Abitur" qualification together with their skilled worker's qualification. For preparing pupils for attending the 11th and 12th forms of the extended secondary school, there are at present special classes covering the 9th and 10th form.

University entrance qualification may also be gained by attending an evening school ("Volkshochschule"), a trade college or technical college, or appropriate special courses leading to a special "Abitur" examination, or by full-time courses or evening classes with a university or a college.

In 1975, there were 11.7 per cent of secondary school graduates who passed to extended secondary school. About one in four pupils who prepare for university entrance qualification chooses the path of vocational training with "Abitur".

For the "Abitur" level, the same educational-political and pedagogical principles are valid which are applied in all secondary schools. In the interest of the unity of theory and practice, and of instruction and practical work, there are four hours per week provided for the subject "scientific-practical work" in the extended secondary school. Additionally, excursions and productive work (a continuous

period in the 11th and 12th form each) are elements of the syllabi.

Attendance of the extended secondary school is free of charge. If necessary, educational subsidies are granted.

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2.6 Colleges and universities

For entrance into technical colleges the following requirements have to be fulfilled: secondary-school leaving certificate, completed vocational training, and one or two year of work in industry or in other fields of society.

Engineering and technical colleges are institutions of advenced technical training, at which scientific-technical, economic, and other skilled personnel for industry, agriculture, forestry, foodstuffs economy, building industry, trade, catering trade, tourist industry, financial economy, state administration, posts and telegraphs, educational service, culture, and health and social services, are trained. In full-time courses, training normally takes three years, in correspondence courses and evening courses normally four or five years. In 1975, in G.D.R. there existed more than 250 trade colleges, among them 75 engineering and economic colleges. Among 100 people working in socialist economy, nine are graduates of trade colleges.

Either in full-time courses, in corresponding courses, or in evening courses, the students gain basic education and specialized education for their work. Scientific-productive work of the students links theory and practice of training.

Since the 1974/75 academic year, there are medical colleges having got the task of training medical-technical personnel

The trade colleges strive for mediating sound education simultaneously with enabling the students to independently solve problems of their actual field and to practically apply their theoretical insights. This aim stipulates a creative atmosphere of studying oriented to practice, and intensive scientifical and spiritual-cultural life.

In 1975, in G.D.R. there existed 54 universities and colleges

of university level. Here students are educated by full-time courses, correspondence courses, and evening courses.

Linkage of research and education, of theory and practice, is their principle.

There are 6 in 100 people working in socialist economy who have got an academic degree. More than 90 per cent of academic graduates have gained their qualification after 1946.

Academic teaching is realized on the base of highest scientific standards. Broad basic education in the fields of Marxism-Leninism, foreign languages, sports, and in the actual field of science, are to an increasing level interlaced with training in the special field chosen.

In education and research, the universities and colleges of the GDR closely co-operate with practice. Basic research works as well as applied research works are realized as a commission of society aiming at guaranteeing a high scientific level of education. Training is oriented to practice and linked to scientific-productive work. There are manifold forms of close co-operation with universities and colleges of the Soviet Union and of other socialist countries.

More than 85 per cent of the full-time students get grants or subsidies. There are no tuitional fees to be paid by them.

Admissions for university and college studies, and for the actual field chosen, are realized according to the demands of national economy and in accordance with purposeful qualification of labour force of society. Additionally, as well the principle of performance as the social structure of the people are paid attention to. At present

there is about one third of one year of age starting university and college education annually.

The students are trained on the base of new pedagogical documents having been introduced in the last years. Scientists, students, and graduates engaged in practical work, essentially co-operated in working-out the syllabi.

An important part of the investments controlled by the Ministry of Higher and Specialized Education is applied for reconstructing, modernizing, and extending university clinics and medical institutions.

In the framework of the Five Year Plan 1976 - 1980, further essential improvement of the conditions of work, studies, and life of the members of universities and colleges is planned. Up to 1980, places in boarding-houses, lecture halls, lecture rooms, studies, and dining-halls will be created to an increasing extent.

2.7 Adult education

There are manifold possibilities of adult education. They are not confined to advanced vocational education but also comprise advanced education in the fields of culture, general education, family education, and politics. Under this aspect, adult education contributes to satisfying the growing, differentiated demands of the working people which are determined by their higher educational level, by their position in the process of work, and by their demands to sensibly utilizing their spare time. Simultaneously, adult education contributes to further developing those demands.

Vocational training, and advanced vocational training of working people is predominantly aimed to increasing the number of working people who have got a skilled worker's or foreman's qualification or who are university or college graduates. Simultaneously adult education meets the requirements of many working people to continue learning permanently and to acquire sound knowledges in their different fields of interest. The centre of this activity is permanent continuation of learning within the process of their work.

In addition to correspondence courses and evening courses with universities and colleges there are many educational institutions of state and society serving adult education: plant academies, village academies, scientific associations ("Urania", Chamber of Technology), academies of industrial branches, institutes for socialist management of economy, evening schools ("Volkshochschulen"), academies for advanced education, TV courses, parents' courses, and women's courses; parties and mass organizations also realize comprehensive measures of education.

Alone in the field of socialist economy, more than

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800,000 working people took part in manifold and differentiated forms of training and advanced training in 1973, compared with 460,000 in 1961. In 1975, there were 80,200 working people who passed their skilled worker's examination in the framework of adult education. These figures express the demand for advanced training and the possibilities for doing so.

From a stock of 72 million books in 12,745 general libraries, 5,293 trade union libraries, and 34 scientific libraries, 4.5 million readers borrow books. In 1975, books with a total edition of about 130 million copies were published. More than 500 different periodicals appeared. By 117 theatres and marionette stages, the GDR is one of the countries rich in theatres. There are 3 places in the theatres per 1,000 inhabitants. Annually there are about 26,000 performances with approximately 12 million visitors. In 1975, there were 29.5 million people visiting museums and exhibitions. Disk production has increased to 14.5 million pieces, more than twice the amount produced in 1970.

Physical culture and sports have got a firm place in social life. In 1975, more than 5 million adults, young people, and children, took part in the joint sports programme of the Confederation of Free German Trade Unions (FDGB), of the Free German Youth (FDJ), and the Sports and Gymnastics Union (DTSB) of the GDR. There were 403 sports grounds built or reconstructed in 1975.

3 Teachers in the GDR

The ten-year general polytechnical secondary school which mediates general education oriented to modern standards of science, technics, and culture, to all children of the people needs an appropriate amount of highly qualified teachers and educators.

According to the different levels of their training and of their engagement, there are teachers for the lower level of the secondary school and specialized teachers for the intermediate and upper level of the secondary school and for the extended secondary school. Teachers are trained at universities, pedagogical universities, and teachers' training institutes. Teachers for theoretical vocational training (e.g. certified engineering teachers), for practical vocational training (e.g. foreman instructors, engineering teachers), and for schools for the handicapped, get special training.

Teachers for the lower level of the secondary school are trained at teachers' training institutes. There are 29 such institutes in all counties of the GDR and in its capital. Training takes four years and stipulates having passed the final examination of the secondary school.

Training of certified teachers for the 5th form to the 12th one stipulates university entrance qualification ("Abitur"). It is possible by fifty different specializations, takes four years, and is realized at six universities and nine pedagogical universities. By successfully passing the final examinations the graduate will get the qualification to teach two subjects. Training (cf. appendix no.6) comprises the special fields of science which are the bases of those two subjects, education in social sciences and philosophy, and pedagogics. Scientific education and pedagogical practice are closely linked to each other. Sports

and foreign languages are compulsory subjects.

Training includes one term of student-teaching. During this period as well as in their first years of work, the students or young teachers are guided by a tutor.

Teachers' training- as all other forms of full-time study in the GDR - is free of charge. About 90 per cent of all students receive grants.

Kindergarten teachers are trained at 17 pedagogical schools. They get basic pedagogical training, oriented to practice and considering their future specific work. Training takes three years and stipulates having passed the secondary school.

In the period from 1971 to 1975, about 54,000 full-time students were trained as teachers, educators, Young Pioneers' organizers, or kindergarten teachers. This amount met the demand.

Advanced training for teachers is realized by means of a system of compulsory courses. Teachers can also use a variety of further possibilities of advanced training in the schools themselves and elsewhere, e.g. in the teachers' club-houses or by forms of private study.

In the framework of the system of compulsory courses, every teacher undergoes systematic advanced training. Since the beginning of the seventies all teachers take part in an advanced training course of 80 hours for increasing their political-ideological level and the level of their special field. In these courses the teachers deal with latest results of philosophy, economy, pedagogics, psychology, as well as of their special fields concerned.

Additionally there are many opportunities for advanced

training within the process of pedagogical work itself. The specialized teachers of a subject working at one school meet in specialist groups. Their work is supported under scientific and political aspect by pedagogical district centres and by engaging some 6,000 part-time advisors. TV and radio programmes as well as different university and college courses mediate knowledge in the fields of pedagogy, psychology, philosophy, and special subjects. For example, there were 3,500 teachers who attended special courses at universities and colleges in 1975.

For these courses and especially for their private studies, a comprehensive range of specialized literature is available for teachers, for instance professional journals for every subject taught as well as pedagogical, psychological, and methodical periodicals , the "Deutsche Lehrerzeitung" (German teachers' journal), the "Pädagogik" (pedagogy) journal, and the like. All these materials are published by the nationally-owned Volk und Wissen publishing house, the central pedagogical publishing house of the GDR.

In order to spread the best experiences gained in pedagogical work, there are manifold forms of exchange of experiences which have got increasing importance. There are pedagogical lectures, pedagogical panel discussions, demonstrations of new means of instruction, expositions, and sitting-ins at classes. Pedagogical lectures are organized and cared-for by the teachers' trade union. They contain scientifically based insights given by experienced and successful teachers, proved by practical examples. They are given and discussed in public, and the best ones are awarded a prize. They are deposited in the Pädagogische Zentralbibliothek (Central pedagogical library) in Berlin and may be borrowed there.

The principle of unity of training and advanced training

is valid for all pedagogical professions.

The children's parents also have got opportunities of advanced training in the fields of pedagogy and psychology. Parents' courses with lectures, seminary courses at forms and schools, TV and radio programmes, the "Elternhaus und Schule" (Family and school) monthly magazine, help the parents in family education, develop their understanding of the educational work of kindergarten and school, and lead to firm forms of co-operation.

These are many ways by which teachers are recognized for their work in the GDR. Every year on 12 June - the day on which in 1946 the "Gesetz zur Demokratisierung der deutschen Schule" (Law on democratization of the German school) was resolved - "Teachers' Day" is celebrated. On this day pupils, parents, mass organizations, and state institutions, express their thanks for the teachers' and educators' work. The most successful teachers are awarded the title "Verdienter Lehrer des Volkes" (Merited teacher of the people). Deserving teachers may be awarded the titles of Oberlehrer, Studienrat, Oberstudienrat, and Professor.

In many towns there are teachers' club-houses which are open for educational and cultural events for teachers and educators. In the Berlin "Haus des Lehrers" teachers' club-house there is the central pedagogical library of the Academy of Pedagogical Sciences of the GDR. It is the most extensive collection of pedagogical literature in the GDR and is open to all interested persons.

The GDR government pays much attention to conditions of work and life of the teachers. The teachers' salaries are automatically raised every second year up to a certain limit. In addition to the pension of the national insurance system, teachers get a special old-age pension. Beginning in 1976. the number of lessons per week to be

held by the individual teacher has been decreased, further improvement of old-age pensions and salaries in case of illness has come into force, work for female teachers and educators with two or more children has been facilitated, and all teachers have been entitled to get an annual extra-payment which depends on their actual salary and which may amount up to 750 marks.

4. On co-operation between school, parents, and the political children's and youth organizations (Ernst Thälmann Pioneer Organization and Free German Youth)

The tasks of education determine educational work of all social forces in the GDR. In this connection co-operation of parents, teachers and educators of all institutions of the educational system, instructors in the plants, Young Pioneers' organizers, and officials of the youth organization, is especially important.

Parents take part in the educational work of the school in many ways. Parents' councils at every school, and parents' committees at every form, are their elected representations. By law they are equipped with the right of participation in school affairs. Parents' councils and committees also exist in kindergartens. They work according to programmes valid for one year each and harmonized with those of the school. This activity is a honorary one. The parents' council is elected every second year, the parents' committee once a year. The parents' committee regularly meets the form teacher, discusses problems of the children's education, helps to prepare parents' gatherings, and - if necessary - co-operates with the form teacher in holding consultations for parents and in visiting parents at home.

In 1975 there were more than 600,000 parents' representatives elected or re-elected. One in four families with children of school-age takes part in this work, either by the father or by the mother. It has been regulated by law that members of the parents' council and the chairman of the parents' committee have to get leave from their work for handling important tasks in the framework of these elected functions. The parents support educational work, teaching and learning. They exchange their experiences and this way influence family education.

The political children's and youth organizations play an important role in the educational process in the GDR.

The Ernst Thälmann Pioneer Organization is open to any child between the ages of 6 and 14 years who wishes to join it. It was founded in 1948, and in 1952 it was given the name of Ernst Thälmann, upright communist and leader of the German working class who was murdered by the fascists.

The overwhelming majority of pupils in the first, second, and third, form are "Young Pioneers", those in the fourth form to the eighth one are called "Thälmann Pioneers", all of them being members of the uniform children's organization of the GDR. They are organized in Pioneer groups on the base of the form they actually attend. The school Pioneer organization (Pionierfreundschaft) which is made up of all Pioneer groups of the school is headed by a school Pioneer committee (Freundschaftsrat). This committee is the highest body of the Pioneer organization at the school and is elected by the Pioneers. In larger schools there usually is a full-time Pioneer organizer who has been especially trained for this task. As symbol of their membership in the Pioneer organization, the Young Pioneers wear a blue scarf, the Thälmann Pioneers a red one.

The overwhelming majority of pupils of the ninth and tenth form of the secondary school as well as of the eleventh and twelfth form of the extended secondary school, of apprentices, of students, and of young workers, are members of the socialist youth organization of the GDR, of the Free German Youth (FDJ). On a voluntary base the FDJ unites young people from an age of 14 years upwards. On the base of the form they actually attend, the members form FDJ groups which have got an elected leading board and a honorary secretary. The highest body of the FDJ at the school is the central school committee. There are also FDJ committees in plants and state institutions,

cultural institutions, and other ones. The highest elected body of the children's and youth organization is the Central Council of the FDJ.

The children's and youth organization carries on many political activities at school, at work, and in the youth's spare time. These activities are aimed at supporting learning, socially useful work, and sensibly shaping of spare time.

Co-operation of school, family, and children's and youth organization, is an expression of the active interest all the society has got in the problems of educating the young generation. As well the children's and youth organization as other institutions of society and mass organizations have made it their task to support the work of the school. This aspect is for instance expressed by the sponsorship contracts concluded between schools or forms on the one hand and plants or collective working groups on the other one, or by so-called "Learners' Olympics" and other forms of activity of the children's and youth organization. In the 1974/75 school year there were more than 50 per cent of the pupils of the fifth forms and the higher ones who took part in the "Young Mathematicians' Olympics". Similar to that, such "Olympics" are organized in the subjects Russian, chemistry, and physics, as highlights of school and extra-school work. About 2.3 million pupils of the different age groups took part in sports festivals of the schools in 1975.

Co-operation between the educational institutions, families, and social organizations, includes giving the youth a responsible role in social life. Approximately 20 per cent of the present GDR population are between 14 and 26 years of age. Every GDR citizen who has reached his 18th year of age is entitled to vote and to become elected. In the People's Chamber, the highest representation of the people

in the GDR, the FDJ forms a parliamentary group of its own.

A great many young people are active in Young Technicians' Clubs, Young Innovators' Clubs, and in collective research groups. One in three young workers submitted innovators' proposals in 1975. Almost 2 million young people sent their exhibits to the Young Innovators' Exhibitions which are regularly organized by the educational institutions.

There is a large number of institutions outside school which are open to all children and youths and which as well support educational work as serve shaping spare time. Among them are 115 Pioneers' club-houses, 119 young scientists' and technicians' stations, 37 tourists' stations, some 4,000 youth clubs, 116 theatres and marionette stages, 5,000 discotheques, chil ren's libraries and youth hostels. More than 50 per cent of the visitors of cultural institutions are young people, and 70 per cent of all pupils are readers of public libraries.

Educational institutions, state organs, plants, production co-operatives, and social organizations, make recreative and happy holidays possible for the children and youths by means of holiday camps, holiday centres, school camps, specialists' camps, youth hostels, camping sites, and temporary wanderers' hostels. In so-called "Camps for work and recreation" young people place a part of their holidays at the disposal of society for socially useful work and they spend their spare-time together there. In summer 1975 there were two million children and youths who took part in organized holidays. More than one million of them spent happy holidays in 48 central Pioneers' camps, in school camps, or in specialists' camps. About 300,000 people took over responsible tasks as camp organizers, group organizers, interest group organizers, medical advisors, or economic staff, among them many students and

pupils from the ninth form to the twelfth one.

Children's and Youth Spartakiads, nation-wide sports contests, are prepared at the schools on a long-term base including all pupils. In 1975 there were 860,000 children and youths who took part in the district contests.

Five children's and youth theatres contribute to promoting aesthetic education of the youth. The Berlin "Theater der Freundschaft" (Theatre of friendship) for example which was founded in 1950 has up to now played for four million and a half young visitors in total and has produced 123 premières, among them 42 first world performances and 27 first GDR performances.

The Kinderbuchverlag (Children's book publishing house) of the GDR edited 501 titles with 11.5 million copies in 1975. In that year, in the GDR a total number of 654 titles of children's books with 15.8 million copies were published.

Furthermore, the pupils participated in the work of 93,217 extra-school interest groups, working groups, and clubs, in the fields of culture, social sciences, and natural sciences, as well as in socially useful and productive work. They were active in 6,259 choirs, in 3,507 singers' groups, in orchestras, in amateur theatre groups, and in other cultural groups. The "Young Innovators' Exhibitions" promote the youth's natural-scientific and technical activity, the "Friendship Galleries" do so concerning their artistic and designing activity. Children talented in the field of music may - in addition to compulsory education - attend music schools (at present they have got approximately 34,000 pupils) in order to develop their talents.

Activity of almost 3,000 groups of "Young Traffic Assis-

ants" serves safety of the way to school and back home as well as acquiring proper habits in road traffic by the children. About 10,000 members of these groups are active as "pupils' pilots" dressed in white and making sure that their fellows arrive at school safely.

The "Junge Welt" (Young world) publishing house belonging to the Free German Youth publishes several children's and youth magazines, papers, and booklets, by which - oriented to different age groups and special interests - education is purposively supported.

5 Pedagogical sciences in the GDR

The institutions engaged in educational research closely co-operate with the leading state organs concerned. They dispose of a remarkable research capacity. There are the Academy of Pedagogical Sciences of the GDR, the Central Institute for Vocational Training, the Institute for Higher Education, the Institute for Technical Education, the Institute for Youth Research, and other specialized institutions of research and development.

The main objects of pedagogical research are those scientific problems solving which will promote optimum development of personalities of all children and youths according to the target of education. They result from the task to perfect all pedagogical work - especially in the field of instruction - in order to lead the pupils to independent learning and to creative acting and thinking as well as to prepare them even better for the requirements of social practice, from the increasing demands to political-ethical education, and from further development of the polytechnical character of the school.

Close and harmonious co-operation with other fields of social sciences and other sciences, and bilateral and multilateral co-operation with educationists of other socialist countries, essentially contribute to further development of pedagogical science. This co-operation is especially expressed by the conferences of educationists from socialist countries (in 1971 held in Moscow, in 1974 held in Berlin).

The results gained by pedagogical sciences in the GDR are made available for educationists engaged in practical work and in research as well as for scientists working in other fields by means of publications of the Volk und

Wissen publishing house: by the periodicals "Pädagogik" (Pedagogics), "Pädagogische Forschung" (Pedagogical research), "Vergleichende Pädagogik" (Comparative Education), "Forschung der sozialistischen Berufsbildung" (Research of socialist vocational training), and "Berufsbildung" (Vocational training), by information bulletins, by year books, by methodological periodicals, and the like. In order to be able to study, and to test the results of scientific research there is a number of research schools with which experienced teachers work.

(Written bei Karl-Heinz Günther and Christine Lost)

The given statements are taken from the following publications:

- Dokumente zur Geschichte des Schulwesens in der Deutschen Demokratischen Republik, Teil 1: 1945 - 1955 (Documents of the history of education in the German Democratic Republic, part 1: 1945 - 1955). Selected by Gottfried Uhlig, introduction by Karl-Heinz Günther and Gottfried Uhlig. Berlin: Volk und Wissen Volkseigener Verlag 1970 (Monumenta Pedagogica, vol. 6).
- ib., Teil 2 (part 2): 1955/56 - 1967/68. Selected by Karl-Heinz Günther with co-operation of Christine Lost. Berlin: Volk und Wissen Volkseigener Verlag 1969 (Monumenta Pedagogica, vol. 7.1 and 7.2).
- ib., Teil 3 (part 3): 1968 - 1972/73. Selected by Karl-Heinz Günther and Christine Lost. Berlin: Volk und Wissen Volkseigener Verlag 1974 (Monumenta Pedagogica, vol. 16.1 and 16.2).
- Programm der Sozialistischen Einheitspartei Deutschlands (Programme of the Socialist Unity Party of Germany). Berlin: Dietz Verlag 1976.
- Direktive des IX. Parteitages der SED zum Fünfjahrplan für die Entwicklung der Volkswirtschaft der DDR in den Jahren 1976 - 1980 (Directives of the Ninth SED Congress for the development of national economy of the GDR in the years 1976 - 1980). Berlin: Dietz Verlag 1976.
- Statistisches Taschenbuch der Deutschen Demokratischen Republik 1976 (Statistical year-book of the German Democratic Republic 1976). Berlin: Staatsverlag der Deutschen Demokratischen Republik 1976.

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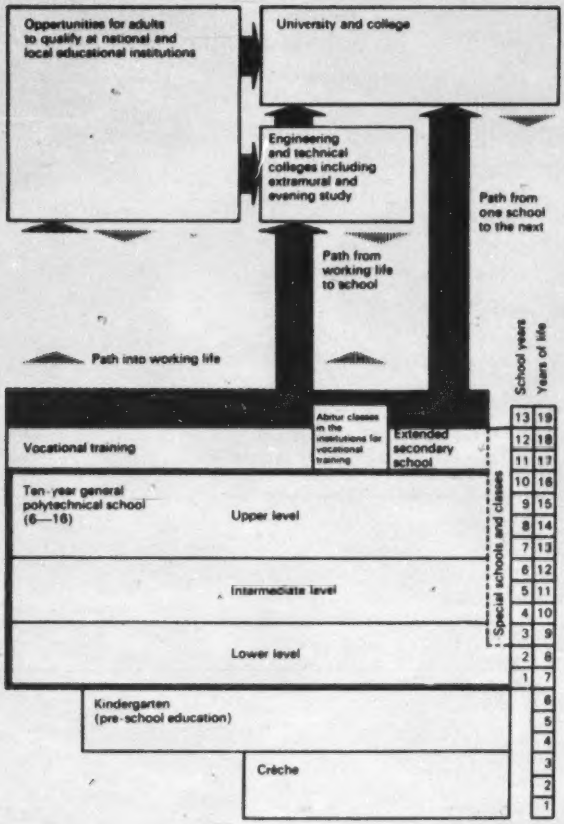
Appendix no. 1:

Structural diagram of the integrated socialist educational system



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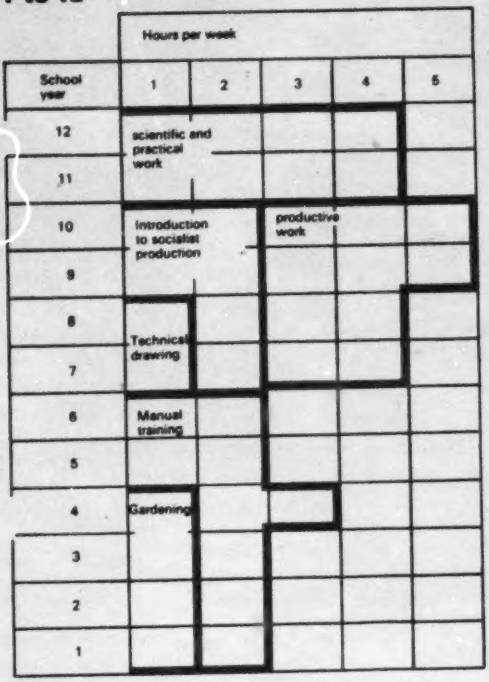
Appendix no. 2:

Structural pattern of polytechnical education
Polytechnical instruction in forms 1 to 12



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Appendix no. 3:

Timetable for the ten-year general polytechnical school (6—16)

Subject—Form	1	2	3	4	5	6	7	8	9	10
German	10	12	14	14	7	6	5	5	3	4
Russian	—	—	—	—	6	5	3	3	3	3
Mathematics	5	6	6	6	6	6	6	4	5	4
Physics	—	—	—	—	—	3	2	2	3	3
Astronomy	—	—	—	—	—	—	—	—	—	1
Chemistry	—	—	—	—	—	—	2	4	2	2
Biology	—	—	—	—	2	2	1	2	2	2
Geography	—	—	—	—	2	2	2	2	1	2
Manual training	1	1	1	2	2	2	—	—	—	—
Gardening	1	1	1	1	—	—	—	—	—	—
Polytechnical instruction	—	—	—	—	—	—	4	4	5	5
Forms 7—10, inclusive										
Introduction to Socialist Production	—	—	—	—	—	—	(1)	(1)	(2)	(2)
Technical drawing	—	—	—	—	—	—	(1)	(1)	(—)	(—)
Productive work	—	—	—	—	—	—	(2)	(2)	(3)	(3)
History	—	—	—	—	1	2	2	2	2	2
Civics	—	—	—	—	—	—	1	1	1	2
Drawing	1	1	1	2	1	1	1	1	1	—
Music	1	1	2	1	1	1	1	1	1	1
Sport	2	2	2	3	3	3	2	2	2	2
Total Hours per week	21	24	27	29	31	33	32	33	31	33
Optional Needlework	—	—	—	1	1	—	—	—	—	—
Second foreign language	—	—	—	—	—	—	3	3	3	2
Total Hours per week	21	24	27	30	32	33	35	36	34	35

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Appendix no. 4:

Structure of education for the basic trade of "skilled construction worker"

Prerequisites: Final examination of the ten-year general polytechnical secondary school

Apprenticeship: 2 years

		Hours
1	Basic education	
1.1	Basic general instruction (general theoretic instruction)	
	Civics	74
	Sports	116
	Industrial economics	76
	Fundamentals of electronics	54
	Fundamentals of control engineering	84
	Fundamentals of data processing	52
1.2	Basic vocational training (theoretical vocational training)	
	Materials science	108
	Theory of construction machines	77
	Technology	69
	Theory of structural design	176
	Foundation engineering	40
	Technical drawing	77
	Planning and managing construction processes	42
	(practical vocational training)	
	Course in masonry / mounting	306
	Course in plastering / interior work	306
	Course in concrete and reinforced concrete work	438
	Course in panel assembly work	175
	Course in machinery operation	88
	Course in specific works of the plant concerned	131

2 Vocational specialization x)

Panel assembly	1750
Reinforced concrete: reinforcement	1750
Reinforced concrete: formwork	1750
Municipal engineering	1750
Plastering	1750
Masonry	1750

x) in vocational specialization, one specialized field is mediated only

Appendix no. 5:

Time-table for the extended secondary school

Subject	Lessons per week 11th form	12th form
Compulsory subjects		
German	3	3
Russian	3	3
2nd foreign language	2	3
Mathematics	5	5
Physics	3	3
Chemistry	2	3
Biology	2	3
Geography	2	-
History	3	-
Civics	1	2
Sports	2	2
Total	28	28
Optional subjects		
Scientific and Practical Work	4	4 x)
Arts or Music	1	1
Other subjects	3	3
Overall total	36	36

x) only in the first term of the year

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Appendix no. 6:

Skeleton time-table for compulsory courses in training of certified teachers

Subjects	hours (total)	hours per week in a term	1.	2.	3.	4.	5.	6.	7.	8.
Fundamentals of Marxism-Leninism	299	20	3	2	4	4	3	3	1	-
Pedagogical-psychological subjects and methodologies	564	37	4	6	4	6	6	5	6	-
First subject	956	63	10	9	9	9	8	11	7	-
Second subject	675	45	10	9	9	9	6	2	-	-
First foreign language	76	5	2	2	1	-	-	-	-	-
Sports	212	14	2	2	2	2	2	2	2	-
Education of speech	12	1	-	-	1	-	-	-	-	-
Technology of utilizing audio-visual means of instruction	16	1	-	1	-	-	-	-	-	-
Cultural-aesthetic education	32	2	1	1	-	-	-	-	-	-
Optional-compulsory education	188	12	-	-	-	-	4	4	4	-
Overall total	3030	200	32	32	30	30	29	27	20	-